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ABSTRACT

This project assess the relative adequacy of student services, with particular emphasis on career components, as seen by faculty and staff, and current students and graduates of six vocational-technical institutes (VTI's) in Maine. Telephone contacts, a mail survey, and extensive data analysis were conducted. Results indicate that all six of the VTI's offer most of the same basic functions found in traditional student affairs programs, and that one person may be performing multiple functions. While this assessment is specific to Maine, it can serve as a model for other states or regions interested in a similar examination of the effectiveness of their institutions' student personnel services. (Author/JLL)

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ASSESSMENT OF STUDENT PERSONNEL SERVICES AT MAINE'S VOCATIONAL TECHNICAL INSTITUTES

Prepared for the Division of
Vocational Technical Education

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Orono, Maine

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This study represented an attempt to examine one area of Maine's vocational-technical institutes . . . student personnel services. It represented a particularly substantial effort, involving numerous telephone contacts, a large mail survey, and extensive data analysis. The preceding is by way of saying that I could not have completed the task without the competent help of the staff of the Social Science Research Institute, particularly Tracy Bigney and Geeta Balakrishnan.

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Gerald G. Work
University of Maine at Orono
1977

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I.
INTRODUCTION AND METHODOLOGY

Introduction

The six vocational-technical institutes (VTIs) in the state of Maine have a combined student body of some 3000 students. In effect, a considerable number of the youth of the state are being educated in VTIs through one and two-year programs. It is reasonable, then, to assume that these students have access to a range of services appropriate to their developmental needs and similar to those found in other post-secondary institutions.

The purpose of this project was to assess the relative adequacy of student services with particular emphasis on career components as seen by the faculty and staff, current students and graduates. By surveying all three groups, discrepancies as well as congruencies were noted.

Student service functions found in most post-secondary institutions include, but are not limited to the following: admissions, housing, counseling, health services, student activities, student aid, record keeping, testing and research, and career planning and placement (Williamson & Biggs, 1975). In smaller institutions, one individual may perform numerous functions. As the institution increases in size, functions remain, but may be performed by specialized personnel.

Data-based information about student personnel services on VTI campuses is miniscule at best. Two separate surveys were conducted prior to and during the conducting of the study. The first was a search, by hand, of ERIC and Dissertation Abstracts from 1970 to the present. Numerous descriptors were checked to increase coverage and decrease the possibility of omissions. One significant study was identified. Bottoms (1967) investigated those student personnel services needed and the extent to which those services were being performed in Georgia Area Vocational-Technical Schools. Faculty, students, and staff of some fifteen institutions participated in the study. The major conclusion strongly supported the need to develop and organize a

systematic and comprehensive student personnel program within the VTIs.

A second search by computer revealed no studies which focused on student personnel services as a network of services. Therefore, the paucity of research aimed at student personnel services at VTIs underscored the need for research in this area.

Methodology

The assessment of student personnel services was approached through self-administered survey forms completed by VTI students, graduates, faculty, and staff. This was a one-time survey to determine perceptions of service adequacy and effectiveness. In addition, an inventory and description of student personnel services at the six institutions was developed through telephone interviews with directors and service deliverers at each campus.

This methodology provided information from all members of the VTI community: students, graduates, faculty, and staff. A more complete picture of student personnel services was obtained by seeing the services from the perspective of each of these groups.

The sample was composed of the following students and graduates (G/S) from the six VTIs in Maine (Auburn-Central Maine VTI, Bangor-Eastern Maine VTI, Waterville-Kennebec Valley VTI, Presque Isle-Northern Maine VTI, South Portland-Southern Maine VTI, and Calais-Washington County VTI). Specifics are contained in Table 1.

TABLE 1

STUDENT SAMPLE COMPOSITION BY G/S AND SEX

VTI	Current F	Current M	Graduated F	Graduated M	Total
EMVTI	40	92	49	115	296
CMVTI	22	92	33	92	239
KVVTI	41	28	24	50	143
NMVTI	37	78	46	109	270
WCVTI	8	48	11	92	159
SMVTI	57	241	23	237	558
TOTAL	205	579	186	695	1,665

The faculty sample was composed of 190, or 71% of 269 faculty and staff at all six VTIs and is summarized in Table 2.

TABLE 2

FACULTY/STAFF SAMPLE

VTI	Male	Female	Total
EMVTI	30	8	38
CMVTI	22	6	28
KVVTI	7	4	11
NMVTI	15	8	23
WCVTI	17	6	23
SMVTI	54	12	66
TOTAL	145	44	189

The telephone survey of all VTIs was structured to provide information about the kinds of student services available. The survey was formulated so that comparable information was requested from each of the six institutes. The following information was requested: general organization of student services; recruitment and admissions; orientation and counseling; career planning and placement; residential life; medical services; and financial aid.

The mailed faculty/staff questionnaire (a copy of which is included in the Appendix) contained a total of 41 questions, including demographic and attitudinal questions relating to VTI student personnel services. The student instrument was considerably longer, containing 60 questions (contained in the Appendix). More specific questions were asked about the services which were available and used by the students.

The data were collected and coded by the Social Science Research Institute (SSRI). All statistical analyses were conducted through the University Computing and Processing Services. Both descriptive and inferential techniques were used in analyzing the faculty and student responses. Further, the student sample was analyzed by sex and by G/S status providing a more complete analysis of the data. Basic descriptive techniques included means , standard deviations, frequencies, and percentages. The inferential

statistic used was analysis of variance (ANOVA): for students by institution and by enrolled or graduate status and for faculty by sex and institution. For the ANOVA analysis, three levels of significance were reported: .05, .01, and .001 levels.

Chapter II presents information about the extent of student services provided by each of the VTIs. Chapter III deals with the results of the statistical analyses, both descriptive and inferential. In Chapter IV are contained the conclusions and recommendations.

VI.

STUDENT PERSONNEL SERVICES

Student personnel services are presented for each of the six VTIs in the form of vignettes, brief sketches written to provide the reader with some feel for the services offered.

(1) Central Maine Vocational Technical Institute

A. Introduction. Central Maine Vocational Technical Institute (CMVTI) is located outside Auburn, on a large campus. The school's mission is to teach skills necessary for employment. The prevailing philosophy is highly job-oriented.

B. Organization of Student Services. The Dean of Students is responsible for most student services. In the area of residential life, she is assisted by a dormitory committee comprised of students and staff. Students in need of medical care are taken to nearby hospitals or referred to nurses on the faculty. Career planning and placement are handled by department chairmen.

The Dean of Students sets priorities for development of services. She feels CMVTI is seriously lacking in student services and would like more assistance in delivering services and in decision making regarding priorities.

C. Recruitment and Admissions. CMVTI relies heavily on high school guidance counselors and instructors at regional vocational centers for referrals of potential students. Local counselors belong to an advisory committee for admissions. Packets of materials, including a catalogue and fliers, are sent to guidance directors. High schools do not, however, receive information from VTI follow-up studies or about the performance of their former students, due to a lack of clerical support for the Dean of Students.

Tours of CMVTI are provided upon request on an individual basis. There is a special effort made to reach out to local guidance counselors and interest them in the school.

A student who wishes to apply completes an application form and data sheet, submits a transcript and names of five references, and pays a fee. Requirements for each program are set by the department. Last year, 1976, there were about 730 applicants for 420 places.

Developmental studies are available in math and communications. Students needing developmental studies are identified through their high school transcripts and then through testing. The Learning Resource Center and each department provide developmental courses, which are mandatory for students admitted conditionally.

D. Orientation and Counseling. A two-day orientation period is held before classes start. Students are given a handbook and are oriented to the shops by instructors. The Dean of Students informs them of expectations for ranks, safety, behavior, attendance, procedures, etc., and discusses student life. Orientation activities are held in groups for students in each program.

Counseling is conducted by the Dean of Students, who feels a full-time counselor is needed. Departmental advisors are also involved in counseling students about their career objectives, abilities, interests, and motivations, and about plans for after graduation. Students have routinely scheduled conferences with advisors. The proportion of students who withdraw before graduation varies by program, but is probably one-third overall.

E. Career Planning, Placement and Follow-up. Placement contacts are made by each department through their craft committees. The committees' direct relationships with local industry are the source of information about openings. Employers send personnel officers to interview graduating students. Students and employers are matched up by the department. About 94% of the 1976 class was placed by graduation.

Several courses are offered to teach students job seeking skills. There are courses in communications, small business, and labor relations, as well as the services of the Learning Resource Center. Former students and current students needing jobs may also receive help in placement, but this service is usually not available to students who withdraw, most of whom lack job skills.

Each student who withdraws has an 'exit' interview with the Dean of Students to determine the reasons for leaving. There is no further follow-up of dropouts. Graduating seniors also are interviewed and later are surveyed. The follow-up survey deals with employment, not with reactions to their training. Follow-up studies of employers provide information which department chairmen use to modify their programs.

F. Residential Life, Medical Services, Financial Aid. About one quarter of the CMVTI students live in dormitories. The chief role of the dormitory staff is to be available to students when they are needed. The staff includes student resident assistants.

The school doesn't actually provide medical services but is close to a hospital. Also there are nurses on the teaching staff.

Financial aid is received by approximately half of the students. The most important forms of aid are Basic Grants, College Work Study, and VTI scholarships.

(2) Eastern Maine Vocational Technical Institute

A. Introduction. The Eastern Maine Vocational Technical Institute is situated in Bangor on Hogan Road. The Institute has been in this location since January 1968. It offers programs of one and two year duration at the post-secondary level in various fields represented by eleven areas of instruction. The chief objective of the school is to prepare its graduates for jobs. Other objectives are the development of their verbal and mathematical skills as well as the encouragement of their growth potential to become useful members of society.

B. Organization of Student Personnel Services. Recruitment, orientation, financial counseling, career planning and placement, follow-up, residential life as well as financial aid are generally the responsibility of the Dean of Students. The admissions are handled by the assistant director of the Institute. There is a counselor for personal problems. The developmental studies department also helps in counseling as well as career planning and placement of students. Even though there are no medical care facilities on campus, there are trained nurses on the staff and the Institute can use the services of the Eastern Maine Medical Center nearby.

C. Recruitment and Admissions. The school publishes a catalogue for promotional purposes. The Institute personnel visit nearby high schools in Central Maine and make presentations about the school and its policies. Depending on the size of the group, organized tours are made available to prospective students, parents and school officials. The general public is welcomed at the open house function which is held once a year. Last year there were 750 applicants for the 300 slots which were available.

A student has to send an application for admission and there is a $5 fee. Recommendations from high school officials and transcripts of grades should accompany the application form. Some applicants are interviewed. The admission requirements are stricter for the two year associate degree programs. These requirements are decided upon by a committee consisting of the academic dean and department heads. The school has remedial programs in communication, mathematics and science which are required for students who are found to need such help. This is provided by the developmental studies department.

D. Orientation and Counseling. The orientation of new students usually takes place during the first week of classes. The students are handed out materials describing the general policies of the school, the services available, the grading and attendance policies as well as information on generally what is expected of them as students. Each department head then discusses specific issues related to that field with students entering that department.

Student counseling is handled by the Dean of Students and the student counselor. The former is responsible for counseling students in matters related to their academic life, career planning, while the latter helps with personal problems. The individual instructor also plays a role in this area. Approximately 33% of the students drop out before graduation, none however, for academic reasons.

E. Career Planning, Placement, and Follow-up. There appears to be little career planning per se at the institute. The general attitude seems to be that students who enter a specific field must have more or less decided on the career or careers they want to pursue.

The placement of students is generally not a problem as different companies come to the institute to recruit employees. The communication course which is a requirement gives students a firm background in job hunting and communication skills. Good work habits are instilled in students as a matter of course during their training. There is no formal placement service but department heads post vacancies and employment opportunities in their fields. Some 85% of last year's students were placed in jobs by graduation time. The institute also makes an effort to help place former graduates and others who had dropped out of their programs.

The school conducts follow-up studies on an annual basis. It also conducts follow-up studies of graduates and their employers regarding their performance and also for any suggestions as to changes to be made in the institute's programs. This information is used regularly for curriculum planning so that institute programs reflect labor market trends and needs. Such information is also used by the Department of Education at Augusta.

F. Residential Life, Medical Services and Financial Aid. Approximately 40% of the students live in dormitories. The main responsibility of people in charge of dormitories seems to be the maintenance of discipline. Ten students are hired as assistants to help in this area.

There are no medical care facilities available on the school premises but the institute can easily use the services of Eastern Maine Medical Center located nearby.

About 50% of the student body receives some form of financial aid. These are mainly work study, basic grants, and state vocational scholarships. The local schools also award 2 or 3 scholarships every year.

(3) Kennebec Valley Vocational Technical Institute

A. Introduction. Kennebec Valley Vocational Technical Institute (KVVTI) in Waterville is housed in Waterville High School. This makes it unique within the VTI system, as all other schools have their own facilities. The City of Waterville provides space for KVVTI through a contract with the Bureau of Vocational Education.

As the school now operates, student service priorities are in providing financial aid, making sure students understand rules and regulations, placement, and filling all available class slots. Social training and personal counseling are lower priorities. The Director of Student Services would like to be able to put greater resources into financial aid, reducing student confusion about options available and guidelines, personal counseling, veterans services, placement, and student activities.

B. Organization of Student Services. All student personnel services at KVVTI are the responsibility of the Director of Student Services. The current director holds an Ed.D. degree in counseling psychology. Instructors and department chairmen also share in the responsibility for career planning and placement and in setting priorities for development of services.

C. Recruitment and Admissions. Only a small amount of money is spent on recruitment materials. This year more is being spent so that KVVTI can print an individual catalogue instead of relying on the joint VTI catalogue. High schools are regularly provided with information about KVVTI programs and summaries of follow-up studies, but do not routinely receive information about their own students who go to KVVTI.

High school students, their parents, school officials and community groups may have tours of the facility. Tours are arranged informally as requested. Because KVVTI is not a campus per se there is not great interest in tours.

Potential students are located chiefly through high school guidance personnel and through dissemination of the catalogue and brochures. Last year there were about 170 places available; applications were discouraged after these places were filled.

KVVTI has an open admissions policy. Students submit a transcript or GED certificate and an application fee. There are no specific admission standards for the six programs offered.

Remedial programs are offered in reading (including study skills) and math. There is a full-time staff member teaching these courses. Students are tested when they enter and referred for remedial work if they score below cut off points.

D. Orientation and Counseling. Orientation is accomplished on registration day. It consists of a one hour information session on financial aid and meetings with faculty members.

All counseling is handled through the office of the Director of Student Services. Instructors act as program advisors, providing information and referral. Students are referred by instructors to the developmental teacher or the Director of Student Services. Problems which can't be handled by these persons are referred to a mental health center. About one quarter of the entering students do not complete their programs.

E. Career Planning, Placement, and Follow-up. KVVTI students have access to the Waterville High School resource center and file of microcards on occupations. The VTI also provides lists of prospective employers, some of whom come to KVVTI to interview. Job openings are found through the state employment office, employers of VTI graduates and the craft committees.

If a student seeks placement through the Director of Student Services, he/she completes a questionnaire and files a resume. Job seeking skills such as resume writing and interview role playing are part of the English/Communication course. Most placements

occur informally through instructors and their contact with craft committees. 82% of the 1976 graduates were placed by graduation. A large number of these, however, were not in jobs for which the VTI prepared them.

Students withdrawing from the VTI, graduates who have been out several years, and current students needing jobs are also helped in placement. Graduates are encouraged to contact the school for help as part of follow-up surveys.

Follow-up studies are conducted every two years. Both graduates and students who completed a semester or more but did not graduate, are surveyed. Most of the information collected concerns employment and income, but students are also asked whether they consider their training adequate. Satisfaction of employers is only ascertained informally by instructors. Data from student follow-up studies is needed for state forms and is also used to provide comments to instructors and to send a letter to high school guidance personnel about the average wage of KVVTI graduates.

F. Residential Life, Medical Services, Financial Aid. KVVTI has no residential students, and therefore, no residential life services. Only students in the Licensed Practical Nursing program have an opportunity to live in a dormitory, at the Maine School of Practical Nursing. Neither are there medical services. If medical care is needed during class time, the nurse on duty at Waterville High School is available.

Nearly 60% of KVVTI students receive some form of financial aid. Chief sources of financial aid are college work study, state vocational work study, basic grants, federally guaranteed loans, state funds for the disadvantaged, state scholarships, and smaller VTI and local scholarship funds.

(4) Northern Maine Vocational Technical Institute

A. Introduction. Northern Maine Vocational Technical Institute is located on the former Presque Isle Air Force Base in Presque Isle, Maine. It was created by the 100th legislature in 1961 and offers a variety of one year diploma courses as well as 2 year Associate Degree programs. The main objective of the institute seems to be to train graduates to obtain jobs and also become useful members of society.

B. Organization of Student Personnel Services. Recruitment, admissions, administrative details of residential life as well as financial aid are handled by the Dean of Students. Student orientation, counseling, career planning, placement, and follow-up are generally the responsibility of the student counselor. There are no medical care facilities available on the campus. The school is now entering into an agreement with the local hospital to provide some medical facilities and services during the week. The director of the institute is chiefly responsible for deciding upon priorities for student personnel services and the allocation of resources in this area.

C. Recruitment and Admissions. NMVTI has limited funds available for developing materials for recruitment purposes. Fliers describing program offerings have been printed. The lack of funds is holding up the printing of a catalogue for which the work has already been done. The institute maintains close contact with the local high schools to keep them posted about its activities. Information about the performance of their former students who are currently enrolled in any of the institute programs is given to high schools when this is requested. Tours of the school and its facilities are conducted on an informal basis whenever there is a request or need for such a service. The institute hosts an open house every year to which all local high school students and interested community members are invited. NMVTI personnel visit high schools in Northern Maine and also attend college fairs as part of their recruitment campaign. There were about 750 applicants for the 310 places the institute had available last year.

An application form with a $5 fee is required to be considered for admission. High school transcripts and a couple of references must accompany each application. Those applicants whose chances of being admitted are good are invited for interviews. The requirements for admission to the two year associate degree programs are stricter as compared to the diploma courses. These requirements are decided upon primarily by the Dean of Students and the Dean of Instruction in conjunction with the various departments.

Remedial programs in study skills, reading and mathematics are provided by the developmental studies department. All students who are accepted for admission are tested to determine their skill levels in the above areas. Enrollment in these programs is voluntary but those whose test scores are low are encouraged to do so.

D. Orientation and Counseling. Student orientation is usually done on the first day of school. All students are told the general policies of the institute, attendance and graduating policy and the general expectations of the VTI for each student. The students then go to their different programs where information relevant to their specific areas is given to them.

The counseling is usually done on a cooperative basis with the student counselor, individual instructor, Dean of Students, and the Dean of Instruction all participating in the different aspects of student counseling. Approximately 18 to 20% of each year's entering class drop out before graduation.

E. Career Planning, Placement and Follow-up. The students are given some training in job hunting skills and also in such areas as writing applications, resumes, and preparing for interviews. There is not much campus recruiting so the counselor's office contacts industries to get information about job openings. These industries are provided with postage paid return envelopes to respond to the institute. Whatever job information becomes available is provided to graduating students. Information on job openings and vacancies are posted every week on bulletin boards. The programs also insist on the students' observing good work study habits. Last year between 85 to 90% of graduates had jobs by graduation time. The institute presently is not doing much to help place former graduates or those who dropped out of their programs. There is a general realization, however, that more needs to be done in this area.

Follow-up studies of graduates are requested by the federal government and are conducted on an annual basis. The institute also surveys employers to gather their perceptions about the usefulness of the school's programs. The data are used for future curriculum planning and development.

F. Residential Life, Medical Services and Financial Aid. Approximately 50% of NMVTI students live in its three dormitories. There is one resident director in each dormitory whose chief responsibility is the maintenance of discipline.

Medical care is not currently provided on campus but arrangements are being made for the provision of such services through a local hospital.

Approximately 70% of the student population receives some form of financial aid. The chief forms of financial aid which are received are work study, basic grants, supplemental education opportunity grants, and vocational grants for disadvantaged students.

(5) Southern Maine Vocational Technical Institute

A. Introduction. Southern Maine Vocational Technical Institute is the largest of Maine's VTIs. In addition to programs at their campus in South Portland, SMVTI offers courses in conjunction with York County Community College Services.

SMVTI seeks to provide education, financial aid, and humanistic interaction. Services are administered in a personal, informal manner.

B. Organization of Student Services. Responsibility for student services is divided among a number of people, although the Dean of Students is the administrative head. The Director of Admissions handles recruitment and admissions. Orientation is conducted jointly by the Director of Financial Aid, the Director of the Study Center, and the Director of Student Activities. Members of the faculty and administration, including the Dean of Students, counsel students for both academic and personal concerns. Placement contacts are channeled through department chairmen to the Dean of Students. Follow-up studies are conducted by the Dean with informal follow-ups by department chairmen. Residential life staff includes dormitory house parents and student proctors. They are administratively within the Dean's office. Medical services are provided through ties to local emergency services and a clinic.

C. Recruitment and Admissions. The Director of Admissions is very active in career education at nearby high schools and spends considerable time visiting schools throughout the academic year. He also coordinates bus tours and information mailings. Secondary schools regularly receive information about the VTI but receive follow-up studies and progress reports on their own students only on request.

Tours of SMVTI are organized for groups of students from seventh grade through high school. There is an annual open house which parents of potential students often attend. The Director of Admissions holds seminars and institutes for high school teachers at SMVTI. The school has many visitors because it is located in an historic district, and informal tours are given as requested. The community also gains familiarity with SMVTI through faculty speaking engagements.

Little recruitment is necessary because most students coming to SMVTI know what they want. Last year there were 2,500 to 3,000 applicants for 1,000 openings. Students from outside Maine make up only 2 to 3% of the student body, though there are many inquiries.

To be admitted a candidate must complete application forms and provide a high school transcript and recommendations. For admission to associate degree programs, college board scores are required. For diploma programs proficiency levels must be met. Department chairmen and faculty recommend course requirements to the Director of Admissions.

Individual remedial help is available in reading, science, and math at the Study Center, an informal, drop-in center. Remedial work is not mandatory, but diagnostic tests in math and reading are given prior to the freshmen year. Help in improving study skills is also given at the Study Center.

If a student does not meet admission requirements for an associate degree program, he/she is encouraged to enter a diploma or certificate course. There is no open admissions policy, but there is a feeling that students should be given a chance to prove themselves even if they meet requirements only marginally.

D. Orientation and Counseling. Orientation is carried out mostly within the student's department during the first few weeks of classes. Students who live on campus also receive orientation to dormitory life from the administration and dorm staff. There is consideration being given to holding an orientation period before the opening of school, but many students have jobs which tie them down all summer.

Counseling is offered by different persons depending on the nature of the problem. There is no single office to which students take difficulties, nor are there routine appointments with an advisor. Faculty members see students extensively in classes and recognize problems. They serve as student advisors. The Dean of Students and the Chaplain deal with personal problems. The Director of Financial Aid handles financial problems. Academic counseling is done within each department, as is counseling about abilities, interests and motivations. There is very little counseling regarding post-graduation plans.

E. Career Planning, Placement and Follow-up. SMVTI has no formal placement process. Nevertheless, 85 to 90% of those graduating in 1976 were placed by graduation. Each department has lists of job opportunities and information on careers. The primary source of job openings is the school's reputation and companies who have hired SMVTI graduates in the past. The school contacts local industry and also gets information from employment agencies.

Informal placement help is given to students who withdraw and those who have been out of school several years. The Dean of Students and faculty members will give firms the names of students who need placement assistance. There is no problem finding jobs for current students who need to work, as there are many jobs in the Portland area for people with technical skills.

A follow-up questionnaire is sent to both graduates and dropouts, but this is not done annually. Results of surveys and evaluations are analyzed by the Dean of Instruction and department curriculum committees and discussed with the Academic Dean and advisory committees. Students also complete faculty evaluations. Employers' satisfaction with graduates is ascertained through the shop advisory committees.

F. Residential Life, Medical Services, and Financial Aid. Only a small proportion of SMVTI students live in dormitories, about 3%. Dormitory staff includes student proctors. Counseling is the chief duty of dormitory staff.

Medical services are provided either through local emergency services or through local doctors. The Dean of Students coordinates medical needs and arranges for appointments or visits by doctors.

About three-quarters of SMVTI students receive some form of financial aid. A majority of students receive basic grants. Other important sources of aid are college work study, state vocational work study, and scholarships from industries.

(6) Washington County Vocational Technical Institute

A. Introduction. Washington County Vocational Technical Institute is located in Calais, Maine. It offers courses in twelve areas of instruction, one of which is a two year course. It is the only VTI in Maine which offers a course in Wood Harvesting Technology. The primary aim of the institute is to prepare its students for work in their chosen fields and towards this end offers basic 'no frills' kinds of programs which ensure that students get proficient in their fields and learn good work habits.

B. Organization of Student Personnel Services. At WCVTI student personnel services are the responsibility of the Dean of Students. He handles recruitment, admissions and orientation. Follow-up studies of graduates are usually done by the Dean of Students but was done by the developmental studies department during 1976. The administration of financial aid is handled jointly by the dean's office and the business office. The institute has a counselor who is responsible for student counseling as well as residential life. The career planning and placement function is usually handled by individual instructors. While there are no medical care facilities available on campus itself, the school is able to use the services of the hospital nearby on a round-the-clock basis. The setting of priorities and the allocation of available resources in the area of student personnel services are handled by the Dean of Students. However, the various department chairmen have a great degree of input into these decisions via the weekly curriculum committee meetings.

C. Recruitment and Admission. The WCVTI catalogue is supplemented by fliers, which are frequently revised, describing individual programs. The dean's office sends a monthly newsletter to all guidance counselors of high schools in the area (mainly Washington and Hancock Counties). While the institute does not routinely inform the local high school about the performance of their former students, this information is provided freely if required. They are currently planning to invite groups of guidance counselors next year for an in-depth look at WCVTI and its facilities. High school students, school officials, and other interested community groups are given tours of the institute whenever there is a need for this. Last year there were 437 applicants for 240 slots.

A student has to have a high school diploma or equivalent and should be motivated and interested to be considered for admission. The institute follows a policy of open admissions--first come, first served. All freshmen are tested at the beginning of the year for verbal and mathematical abilities. Those who are found deficient are encouraged to take the remedial programs offered by the Developmental Studies department which offers these classes three times a week for as long as the student needs it.

D. Orientation and Counseling. The orientation period is mainly limited to the first day of classes when students meet with the dean and subsequently report to the individual instructors in their field. They are given information about schedules as well as the general policies of the school.

The counseling office offers help to students requiring individual counseling. Individual instructors get involved in student counseling since they are most familiar with many of the students' problems. Including dismissals, approximately 18% of each year's entering class drops out before completing program requirements.

E. Career Planning, Placement, and Follow-up. There is no formal career placement on campus. However, there is a general feeling among faculty that this service needs to be more coordinated in the future. All students except those enrolled in the 6 month programs of welding and wood harvesting are required to take the communication course which teaches students basic work habits, the use of employment registers, and preparing for interviews. Individual instructors provide students with job market information. The institute uses bulletin boards to display information on job vacancies and other job related information. In general, approximately 80% of the graduates are placed in jobs by graduation time.

Even though the institute will help former graduates and those who have dropped out to find jobs, there is no formal mechanism for doing this.

They conduct surveys of graduates on an annual basis. This information is requested by the Veteran's Administration and is also used for future curriculum planning and developmental purposes. An attempt is made to ascertain the reasons why students dropped out of any particular program.

F. Residential Life, Medical Services and Financial Aid. Approximately 1/3 of the student body live in dormitories. The counselor is responsible for maintaining discipline in the dormitories and has 2 student assistants to help him in his duties.

As stated previously, the school uses the services of a nearby hospital and has no medical care facilities available on campus. Some 60% of the student body receives some kind of financial aid in the form of basic education grants, and work study. A few scholarships are awarded by the institute on the basis of need.

Overview

Most of the VTIs engage in a range of student personnel functions traditionally associated with the field. The organization of the services follows a definable pattern with the Dean of Students as administrative head, reporting directly to the Director of the VTI. The recruiting function relies on guidance counselors and more informal avenues for a rather simple reason . . . there are always more applicants, in some cases double, than spaces available. Orientation programs, if offered at all, focus on information about grading, attendance, behavior, etc. Counseling is seen by most of the VTIs to be performed by a number of different people: academic advisor or department chairperson for academic matters and career concerns, Dean of Students or equivalent for personal and interpersonal problems, and career planning director for career problems.

Residential life activities focus more on room and board functions than as environments where significant learning can and does take place. Only one institute, KVVTI, has no dormitory facilities; all its students are commuters. Medical services are available, either through an available nurse and/or arrangements with a local hospital. For most of the VTIs, a sizeable number of students receive financial aid, ranging from 50% to 70%. The most commonly used forms of financial aid are basic grants, work-study, and scholarships.

By no means do all the VTIs have a person responsible for each function. Most personnel perform more than one student personnel function by virtue of the size of most of the institutes.

III.

RESULTS

The following is broken into two sections: faculty/staff (F/S) and then students (G/S). For each section, both descriptive and inferential data are reported. Please note that for each service or function rated, a five-point scale was used where one was positive and five was negative.

Faculty and Staff

Basic demographic information was collected on the faculty and staff (F/S) sample. Those data are summarized below. The first table, Table 3, deals with the educational preparation of the F/S. For the total sample, 65% held either a bachelor's or master's degree. Few possessed a CAS or doctorate.

TABLE 3

EDUCATION OF MALE AND FEMALE FACULTY/STAFF

Level	EMVTI		CMVTI		KVVTI		NMVTI		WCVTI		SMVTI	
	M	F	M	F	M	F	M	F	M	F	M	F
High School	3	1	3	0	1	0	2	0	5	2	3	0
1 Year Certificate	0	0	1	3	0	0	1	3	1	1	2	3
Associate Degree	0	3	1	1	0	0	1	0	4	0	6	3
Bachelors Degree	10	2	4	2	1	3	6	5	3	3	22	3
Masters Degree	12	2	12	0	4	1	5	0	4	0	17	3
CAS	3	0	1	0	0	0	0	0	0	0	1	0
Doctorate	2	0	0	0	1	0	0	0	0	0	3	0
	30	8	22	6	7	4	15	8	17	6	54	12

The breakdown for teaching, administration, or a combination of the preceding for the sample is reported in Table 4 immediately following:

TABLE 4

POSITIONS OF MALE AND FEMALE FACULTY/STAFF

Position	EMVTI M	EMVTI F	CMVTI M	CMVTI F	KVVTI M	KVVTI F	NMVTI M	NMVTI F	WCVTI M	WCVTI F	SMVTI M	SMVTI F
Teaching.....	16	7	15	5	4	2	12	5	6	2	36	8
Administration.....	4	0	2	0	2	1	2	0	4	4	6	4
Teaching/Administration..	10	1	5	0	1	1	1	3	6	0	12	0
	30	8	22	5	7	4	15	8	16	6	54	12

Number of years of teaching experience was also investigated. Means and standard deviations by sex and by institution are given in Table 5.

TABLE 5

YEARS OF TEACHING EXPERIENCE
(N=181)

VTI and Sex	M	S.D.
EMVTI	13.70	6.89
M	14.79	7.02
F	9.75	4.95
CMVTI	10.68	5.97
M	10.14	4.82
F	12.67	9.42
KVVTI	7.27	5.53
M	8.71	6.47
F	4.75	2.22
NMVTI	11.56	6.83
M	12.93	7.61
F	9.00	4.41
WCVTI	6.32	5.19
M	6.25	5.17
F	6.67	6.43
SMVTI	12.87	8.94
M	13.23	9.39
F	11.00	6.11

The reactions to the student personnel services began with a question about the orientation period or introductory information given to entering students. Few differences were observed by sex or by institution. The means (M) ranged from 2.0 to 3.7, indicating a perception of helpfulness, although not unequivocal. The mean for the entire sample was 2.74 with a standard deviation (S.D.) of 1.30.

For those faculty (almost 50%) who participated in group discussions with students talking to former students, employers, or people working in their field, the reaction was favorable. The grand mean was 1.95 with a S.D. of .90.

Over 60% of the male and 71% of the female faculty across institutions offered a unit or participated in a workshop on "How to Find Employment." When asked to evaluate how helpful this activity was to students, some 79% of the group rated it as helpful to very helpful (M=1.90, S.D.=1.03).

For the next series of seven questions (#6-12), the respondents were asked their opinion of how well the VTI helps students learn about: how to seek employment, writing letters of application, completing job application forms, preparing for job interviews, good work habits, employer-employee relations, and self-improvement. ANOVA was run on this series to determine whether there was a significant difference by sex and by institution. On only two questions were there significant differences, #6 - relating to VTI help on how to seek employment, and #12 - help to learn about self-improvement such as dress, manners, health habits, personality. For both of these questions, there was a significant difference on the main effect of sex . . . males and females did not agree on their responses to these two questions. A summary of the results for those two questions is given in Table 6.

TABLE 6

SUMMARY FOR FACULTY/STAFF
ANOVA #6 AND 12

VTI and Sex	#6 how seek employement (N=179) M	S.D.	#12 self-improvement (N=180) M	S.D.
EMVTI	2.03	.82	2.37	.99
M	2.10	.84	2.53	1.01
F	1.75	.71	1.75	.71
CMVTI	2.46	1.07	3.04	1.50
M	2.67	1.02	3.38	1.32
F	1.60	.89	1.83	1.60
KYVTI	2.18	.98	2.63	.92
M	2.43	1.13	2.57	1.13
F	1.75	.50	2.75	.50
NMVTI	1.95	.78	2.71	1.58
M	2.21	.80	3.54	1.39
F	1.50	.53	1.37	.74
WCVTI	2.41	.73	2.50	1.10
M	2.47	.72	2.65	1.06
F	2.20	.84	2.00	1.22
SMVTI	2.60	1.09	2.88	1.10
M	2.61	1.08	2.92	1.05
F	2.55	1.23	2.70	1.34
	Sex		Sex	
	F=7.82 (1df)**		F=18.39 (1df)***	

** $P < .01$

*** $P < .001$

Question 13 asked the opinion of the F/S sample about the helpfulness of various kinds of information relating to the job market:

(a) follow-up studies of former students - both female and male F/S believed they were not (18% vs. 82%).

(b) studies of local employment conditions - again the sample indicated they were not helpful (20.5% vs. 79.5%).

(c) notices of specific job opportunities in the local area - this item was indicated as being most helpful (66% vs. 34%).

(d) notices of specific job opportunities around the state - again, this question reflected a positive, helpful note as in the preceding (64% vs. 36%).

(e) notices of specific job opportunities nationwide - these notices were deemed not helpful by the sample (15% vs. 85%).

(f) apprenticeship and union requirements - this information was evaluated as not helpful by the sample (22% vs. 78%).

For the next series of questions (#14-18), the respondents were asked to rate various student personnel services offered at the VTIs: financial problems related to education or occupational planning; problems in relationships with VTI students or staff; personal problems; need to know more about abilities, interests, and aptitudes; and need for help in educational and occupational plans. ANOVA was run on the series to determine whether there was a significant difference by sex and by institution. Question #15 (problems in relationships with VTI students or staff) showed significance by sex while #16 (personal problems) indicated significance by institute. A summary of the results is given in Table 7.

TABLE 7

SUMMARY FOR FACULTY/STAFF
ANOVA #15 AND 16

VTI and Sex	#15 relationship problems (N=163) M	S.D.	#16 personal problems (N=153) M	S.D.
EMVTI	2.25	1.08	2.10	.95
M	2.36	1.16	2.23	.97
F	1.87	.64	1.62	.74
CMVTI	2.73	1.20	3.05	1.21
M	2.80	1.24	3.20	1.26
F	2.00	(N too low to compute)	2.33	.58
KVVTI	2.54	1.13	2.27	1.10
M	3.00	1.00	2.28	.95
F	1.75	.96	2.25	1.50
NMVTI	2.35	1.04	2.19	1.03
M	2.83	.94	2.38	1.12
F	1.62	.74	1.87	.83
WCVTI	2.23	.92	2.60	.82
M	2.25	1.06	2.53	.83
F	2.17	.41	2.80	.84
SMVTI	2.38	1.03	2.33	1.00
M	2.43	1.07	2.34	.96
F	2.00	.63	2.28	1.25
	Sex F=6.82 (1df)**		Institute F=2.71 (1df)*	

* $P < .05$

** $P < .01$

Females appeared to be more satisfied with how problems of relationships are dealt with than their male counterparts. Question #16 revealed differences by institution. In effect, there was a better service rating at some VTIs as opposed to others.

The next series dealt with follow-up studies of graduates' job progress and adjustment. All of the VTIs conducted such studies, according to the respondents. The respondents not only received study results (78% vs. 22%), they found them generally helpful (M=2.24, S.D.=1.11).

The last series of questions which were analyzed by the ANOVA technique were six questions dealing with residence halls (#24-29). With the exception of KVVTI, all other units house sizeable numbers in residence halls. KVVTI was therefore, not included. The respondents were asked to evaluate how a student's development benefits from the following: living with other students, social life, meeting new people, learning more about self, living away from parents, and learning more about career direction. Two were significant, both on the main effect of institution. A summary of the results is given in Table 8.

TABLE 8

SUMMARY FOR FACULTY/STAFF
ANOVA #24 AND 26

VTI and Sex	#24 living with other students (N=164) M	S.D.	#26 meeting new people (N=162) M	S.D.
EMVTI	2.43	.99	2.30	.91
M	2.60	.93	2.43	.90
F	1.71	.95	1.71	.75
CMVTI	2.93	1.61	2.86	1.78
M	2.86	1.72	2.59	1.62
F	3.17	1.17	3.83	2.14
NMVTI	2.30	1.10	2.00	.95
M	2.33	1.29	2.00	1.04
F	2.25	.71	2.00	.81
WCVTI	1.82	.96	1.77	.97
M	1.81	.91	1.81	.91
F	1.83	1.17	1.67	1.21
SMVTI	2.50	1.25	2.35	1.39
M	2.53	1.30	2.34	1.42
F	2.28	.95	2.43	1.27
	Institute F=2.47(1df)*		Institute F=2.59(1df)*	

* $P < .05$

The means for the first five questions of this series were all in the 2.00 range. The sixth, learning more about career direction through residence hall living, was rated 3.40 by the total sample, indicating less benefit than the preceding five.

Question #31 asked the respondents to rate the helpfulness of financial aid packages for students. Respondents across institutions rated the package as helpful or very helpful (1 or 2) with one exception. CMVTI females (N=5) rated this question at 4.00 or not helpful.

The second to last series of questions revolved around the availability and expansion of various medical services such as: emergency treatment, preventive care such as physicals, and routine (non-emergency) treatment. Emergency medical care was available at all VTIs; a high percentage felt it should be expanded (70% vs. 30%). When asked whether preventive care was available, the respondents were generally negative, (24% vs. 72%). However, they believed it should be expanded (52% vs. 46%). Much the same response was offered when asked about routine medical treatment. Some 29% indicated it was available, while 68% indicated it was not. When asked if it should be expanded, the results were 64% for yes and 33% for no. They were then asked to rate their satisfaction with the medical services available at the VTI. Some 46% were dissatisfied to very dissatisfied, while only 19% were satisfied or very satisfied. The remainder fell in the middle. There was more dissatisfaction observed with medical services than with any other service area included in the questionnaire.

The final question dealt with sex stereotyping. The respondents were asked whether they considered it a problem at their institution. Responses for all VTIs are given in Table 9. Because all the means were in the 3.0 or 4.0 range, the indication was that, male or female, they saw little or no problem.

TABLE 9

SEX STEREOTYPING RESPONSES
(N=185)

VTI and Sex	M	S.D.
EMVTI	4.38	.95
M	4.48	.91
F	4.00	1.07
CMVTI	4.18	1.05
M	4.04	1.09
F	4.67	.81
KVVTI	3.54	.82
M	3.43	.79
F	3.75	.96
NMVTI	4.17	1.07
M	3.87	1.19
F	4.75	.46
WCVTI	4.30	.76
M	4.17	.81
F	4.67	.51
SMVTI	4.11	1.19
M	4.17	1.18
F	3.82	1.25

Students: Current and Graduate

As was noted under the Methodology section, the student sample was composed of an almost equal number of current (S) and graduated (G) students (820 vs. 923). The number of females in the sample was considerably less than the males (391 vs. 1274). The major focus for the student comparisons is on current vs. graduated students; where appropriate male/female data are given.

The first series of questions dealt with initial information and contacts with the VTI. As can be seen from the table below, little difference existed between groups as to how they learned of VTI programs.

TABLE 10

HOW DID YOU LEARN OF VTI PROGRAMS

Source	Students Current (%)	Grad.(%)	M(%)	F(%)
High School Guidance Counselor	226(28)	264(29)	365(29)	105(27)
High School Teacher	49(6)	49(5)	85(7)	10(3)
Rep. of VTI	22(3)	36(4)	50(4)	7(2)
VTI Self-Contact	168(21)	207(22)	285(22)	71(18)
Friend	205(25)	225(25)	302(24)	109(28)
Relatives	44(5)	24(3)	42(3)	25(7)
Other	98(12)	110(12)	140(11)	57(15)
	812	915	1276	391

Most students, regardless of sex or status, took time to visit the institute before proceeding further (61% vs. 39%). Of those who did visit, the tour was helpful to very helpful across all respondents.

Once a student begins attending an institution, orientation is an important function. Across all students, 91% attended some kind of orientation. When asked how information was conveyed (group meetings, handbooks or printed material, individual meetings with advisors or other VTI staff, and other), the results were as follows in Table 11.

TABLE 11

ORIENTATION INFORMATION ALTERNATIVES

Alternative	Students Current (%)	Grad. (%)
Group meetings		
Yes	489(67)	606(70)
No	242(33)	260(30)
Handbooks		
Yes	641(88)	660(76)
No	90(12)	206(24)
Individual meetings		
Yes	136(19)	179(21)
No	592(81)	685(79)
Other	(Insignificant)	

The most widely used, if not preferred, was a handbook or printed material. Individual meetings, whether advisor or other VTI staff member, were used very little. In effect, a definition of the purpose of orientation will, in large measure, dictate the methods used. Finally, the students were asked how helpful the orientation material was. Means for both graduates and current students across institutions were positive. On a five-point scale where one was very helpful, the grand mean was 2.48 with a S.D. of 1.14.

This section involves a series of questions, #11-24, relating to career education and job placement. Students were first asked if they participated in group discussions where they could talk with former students, employers, or people working in their field. Those who participated were asked to evaluate the experience. First, a larger percentage of women than men were involved in group discussions (39% vs. 32%); for both groups, a significant percentage were not (61% vs. 68%). Some 523 students who did participate rated the activity. The results are given in Table 12.

TABLE 12

EVALUATION OF GROUP DISCUSSION

VTI	M	S.D.
EMVTI	1.94	.98
G	1.89	.98
S	2.00	.99
CMVTI	2.13	1.15
G	1.86	1.03
S	2.65	1.23
KVVTI	1.89	1.09
G	1.79	1.04
S	2.11	1.18
NMVTI	2.10	1.07
G	2.02	1.08
S	2.29	1.04
WCVTI	2.08	1.03
G	2.08	1.05
S	2.08	1.02
SMVTI	1.88	.99
G	1.87	1.02
S	1.88	.96

G=graduate
S=current student

Clearly, the students rated the activity as generally very helpful.

The next two questions, #13-14, revolved around courses or workshops on the theme of "how to find employment." Only 13% of the females and 23% of the males answered in the affirmative. Again, for those students who took part, graduates or current students and males or females, the evaluation was positive across institutions.

Job market information formed the next series, all sub-parts of #15. Students were first asked if specific information was available, and secondly, was it helpful. This question was similar to one asked the faculty. Since there was little variation between G/S and M/F, the results are summarized

following. The three most helpful kinds of job information were:

1st: notices of specific job opportunities in the local area

2nd: notices of specific job opportunities around the state

3rd: results of studies of local employment conditions.

These results, incidentally, paralleled those of the faculty.

Questions #18-24 were analyzed by the ANOVA process by two main effects, by institution and by G/S status. All questions showed significance on the main effect of institution; that is, the six institutions differed significantly on their responses to each of the seven questions. A summary of the results is given in Table 13. On five of the seven questions students (G/S) at SMVTI rated their institute lower than all others. However, it should be noted that in no case were the mean ratings in the poor or very poor categories.

For the next series of five questions (#25-29), students were given five problems. For each they were asked first, if they were aware of help, second, had they used the help, and third, how did they evaluate the help received. The last part was analyzed by the ANOVA process. None of the results were significant on either the main effect of institution or the main effect of G/S. However the results are summarized in the following table.

TABLE 14

PROBLEM SUMMARY TABLE

	Question	Aware %	Used %	Evaluation
25.	Financial problems related to educational or occupational planning	Yes 89 No 11	Yes 48 No 52	M 2.11 S.D. 1.33
26.	Problems in relationships with VTI students or staff	Yes 69 No 31	Yes 35 No 65	M 2.75 S.D. 1.44
27.	Personal problems	Yes 60 No 40	Yes 22 No 78	M 1.93 S.D. 1.22
28.	Need to know more about my abilities	Yes 54 No 46	Yes 39 No 61	M 1.97 S.D. 1.08
29.	Need for help in educational and occupational plans	Yes 71 No 29	Yes 46 No 54	M 2.04 S.D. 1.11

TABLE 13

ANOVA SUMMARY FOR #18-24

Question	EMVTI M	EMVTI S.D.	CMVTI M	CMVTI S.D.	KVVTI M	KVVTI S.D.	NMVTI M	NMVTI S.D.	WCVTI M	WCVTI S.D.	SMVTI M	SMVTI S.D.	df	F
How well does VTI help students learn about:														
18. how to seek employment?	2.50	1.12	2.86	1.22	2.87	1.27	2.99	1.21	2.69	1.20	3.04	1.25	5	8.61***
19. writing letters of application?	1.74	.98	2.41	1.33	2.59	1.25	2.48	1.22	2.47	1.42	2.28	1.22	5	16.29***
20. completing job application forms?	2.08	1.14	2.51	1.32	2.63	1.24	2.73	1.27	2.53	1.38	2.62	1.34	5	9.54***
21. preparing for job interviews?	2.26	1.15	2.60	1.35	2.70	1.32	2.83	1.25	2.59	1.32	2.89	1.30	5	11.16***
22. good work habits?	2.05	1.02	2.09	1.14	2.22	1.27	2.25	1.22	1.85	1.11	2.46	1.25	5	9.71***
23. employer-employee relations?	2.30	1.11	2.57	1.28	2.42	1.26	2.85	1.31	2.46	1.25	2.94	1.29	5	13.58***
24. self-improvement such as . . .?	2.50	1.17	2.87	1.35	2.37	1.23	2.88	1.30	2.67	1.28	3.06	1.32	5	11.60***

*** $P < .001$

Questions #30-31 dealt with, first, employers visiting campus to conduct job interviews, and second, whether the respondent was interviewed at the VTI. Table 15 summarizes the results.

TABLE 15

JOB INTERVIEWS AT THE VTI

VTIs	Employers do interview G Yes (%)*	Employers do interview G No (%)*	Employers do interview S Yes (%)*	Employers do interview S No (%)*	Have had interview at VTI G Yes (%)*	Have had interview at VTI G No (%)*	Have had interview at VTI S Yes (%)**	Have had interview at VTI S No (%)**
EMVTI	74	25	79	15	35	52	18	22
CMVTI	53	44	54	43	32	57	27	35
KVVTI	22	76	19	73	23	71	21	64
NMVTI	31	67	21	76	28	58	10	33
WCVTI	37	62	40	58	33	53	25	46
SMVTI	62	36	51	43	35	51	12	40

* Percentages do not add to 100% because of "don't know" categories.

** A third choice was "not looking" since many are not yet ready for employment or already have jobs.

For those students who had not interviewed, the most frequently mentioned reason (G or S) was that they already had a job (30%).

The graduates were then asked if they had been contacted since graduation about job progress and adjustment. By institution, the results given in percentages were as follows in Table 16.

TABLE 16

GRADUATE CONTACT SINCE GRADUATION

VTI	Yes (%)	No (%)
EMVTI	47	53
CMVTI	48	52
KVVTI	38	62
NMVTI	75	25
WCVTI	73	27
SMVTI	42	58

The graduates were then asked if the VTI had contacted them about their reactions to the training received and any changes which should be made. The results indicated that only 39% of the total sample had such contact, while 61% did not.

The next series of questions focused on residence hall or dormitory life. Some 31% of the total sample, G and S, lived on campus. Those 525 responded to the questions in this section. When asked if they, the residents, played a role in making decisions affecting their residence, 82% responded in the affirmative. There was some opportunity for students with similar interests to live together on a floor or in a wing . . . 40% said yes, 59% said no. The final group of questions in this series asked them to indicate which among the following were advantages or disadvantages to living on campus: living with other students, study conditions, social life, meeting new people, learning more about myself, living away from parents, and learning more about my career direction; this group of questions was analyzed by ANOVA for the two main effects of institution and G/S. Four of the seven were significant and are presented below in Table 17 and 18.

TABLE 17

RESIDENCE HALL ANOVA - INSTITUTE SIGNIFICANT

VTI M/S.D.		#40 Living with other students	#45 Living away from parents
EMVTI	M	1.94	1.96
	S.D.	1.14	.92
CMVTI	M	1.90	2.26
	S.D.	1.08	1.00
NMVTI	M	1.76	1.76
	S.D.	.96	.89
WCVTI	M	2.31	1.96
	S.D.	1.28	.94
SMVTI	M	1.92	1.89
	S.D.	.96	.91
df		5	5
F		3.13**	2.97*

* P < .05
** P < .01

For the preceding analysis, each question was scored on the basis of one as a big advantage and five as a big disadvantage. Although there were significant differences between VTIs, all indicated it was a big advantage.

The second two evidenced significant results by the main effect of G/S and are presented in Table 18 (p. 34). KVVTI was not included in the analysis since it does not have residence units. As in the previous two questions both questions were rated as advantages with graduated students seeing them as a bigger advantage. The final question in the residence hall series asked the respondent to rate the dormitory staff, with one as excellent and five as poor. The results are presented in Table 19 immediately following.

TABLE 19

DORMITORY STAFF RATING

VTI G/S	M	S.D.
EMVTI	2.82	1.17
G	2.73	1.21
S	2.89	1.14
CMVTI	3.63	1.10
G	3.62	1.14
S	3.63	1.08
NMVTI	2.64	1.31
G	2.70	1.27
S	2.56	1.37
WCVTI	2.56	1.20
G	2.30	1.12
S	3.10	1.18
SMVTI	3.12	1.52
G	2.50	1.44
S	3.93	1.22

The respondents were then asked if they had received any financial aid such as scholarships, loans, grants, or work study. Some 53% had received financial aid of one kind or another. When asked to evaluate the help

TABLE 18

RESIDENCE HALL ANOVA - G/S SIGNIFICANT

Questions	EMVTI M	EMVTI S.D.	CMVTI M	CMVTI S.D.	KVVTI M	KVVTI S.D.	NMVTI M	NMVTI S.D.	WCVTI M	WCVTI S.D.	SMVTI M	SMVTI S.D.	df	F
42. Social life														
G	1.94	1.09	2.03	1.12			2.03	1.21	2.03	1.16	1.81	1.04		
S	2.37	1.28	2.26	1.28	NO RESIDENCE STUDENTS		2.33	1.20	2.40	1.36	2.30	1.20	5	13.24***
45. Meeting new people														
G	1.53	.86	1.35	.63			1.56	.87	1.62	.87	1.49	.73		
S	1.69	.94	1.62	.95			1.79	1.04	1.75	1.08	1.65	.84	5	4.54*

received in putting together a financial aid package, females rated the help higher than males, 65% vs. 55% for helpful to very helpful. Some 29% of the males rated it not helpful, as compared to 19% for the females.

The next series of questions dealt with medical services: emergency treatment, preventive care, and routine (non-emergency) treatment. Some 54% of the total sample saw emergency treatment as available with only 12% having used it. Preventive care was seen as available by only 24% with some 128 G/S or 33% of those aware of it having used such services. Routine care was seen as available by 38% of which some 18% used the service. There appeared to be considerable dissatisfaction with the medical treatment received, particularly among females. Results are summarized in Table 20.

TABLE 20

EVALUATION OF MEDICAL TREATMENT

Category	Total		Females		Males	
	N	%	N	%	N	%
Very Satisfied (1)	160	13	40	15	117	12
2	148	12	21	8	123	13
3	400	32	74	27	312	33
4	195	15	40	15	146	15
Dissatisfied (5)	338	27	89	33	240	25

The next to last series of questions dealt with sex stereotyping. The respondents were asked whether they considered it much of a problem. The results are summarized in Table 21.

TABLE 21

SEX STEREOTYPING RESPONSES

Category	Total N	Total %	Females N	Females %	Males N	Males %
Large Problem (1)	102	6	24	6	75	6
2	113	7	43	12	69	6
3	277	16	61	16	209	17
4	300	18	56	15	233	19
No Problem (5)	873	52	186	50	644	52

The final question to be reported, #60, asked the respondents who were working how closely their jobs related to the training they received at the VTIs. Responses are offered by sex.

TABLE 22

RELATIONSHIP OF JOB TO TRAINING BY SEX

Category	Total N	Total %	Females N	Females %	Males N	Males %
Highly Related (1)	590	50	162	41	428	47
2	127	11	24	6	103	11
3	94	8	12	3	82	9
4	81	7	12	3	69	7
Not Related (5)	282	24	47	12	234	25

It must be pointed out that a sizeable number of students, 571, did not respond to this item because it was inappropriate.

IV.

CONCLUSIONS

The purpose of the project was to assess the relative adequacy of student services with particular emphasis on career components as viewed by faculty/staff and current students/graduates.

First, the six VTIs offered most of the same basic functions found in traditional student affairs programs. One person may be performing more than one or two functions; but the functions are there and must be performed if the institution is to run smoothly.

The preceding calls for further elaboration because of the complex nature of a number of the functions and the time and sophistication necessary for the functions to be performed adequately. Orientation is a case in point. Within the field it is a formal and informal function which is carried on over a period of time; for example, within a four-year, baccalaureate program, orientation may continue for the entire first year. Printed materials such as handbooks may be used, but a more central focus is placed on the individual and his/her growth and development. Although evaluation by the students was generally positive, orientation, first to the institution and then to the world of work, is an ongoing process, and should parallel student growth. Thus, the first conclusion:

1. Student affairs functions are being performed on all campuses of the VTI system. The issue to be raised is one of quality rather than existence or non-existence.

   Recommendation:

   The most essential functions should be identified for each VTI. These should then be given priority with commensurate funds and staff time allocated. Student affairs functions should parallel the growth and development of the students with emphasis on identified sub-groups.

On the basis of problems students sometimes have, there appeared to be some differences between faculty and students on the evaluation of services

used. For students who sought help for personal problems, they rated the service (counseling) highly. Faculty were more critical, although still not dissatisfied. In terms of interaction with faculty at orientation, individual meetings with advisors or other VTI staff were rarely held. Student growth, development, and interaction can be planned for and facilitated more reasonably within a smaller unit, approximately 600 students, as opposed to one which is significantly larger, 1000 plus. The second conclusion is as follows:

2. A major plus for most of the VTIs is their relatively small size. However, it does not appear that that fact is being adequately exploited by faculty and staff.

   Recommendation:

   Exloiting of small size can be reflected through formal and informal processes. In fact, many of the institutions now use informal processes which reflect small size. However, more formal student personnel management techniques should be instituted. Further, faculty involvement in student personnel programs and activities must be adequately rewarded.

The assumption regarding attendance at a VTI is that most students know what they want to do. Consequently, career education concepts may be thought to have less relevance as part of VTI student affairs programs. That apparently is not so. For the total sample of students, some 31% or 363 students were working in a job not related to VTI training. One must temper that figure by extracting personal, non-VTI related reasons for the preceding. We, however, would probably still be left with a sizeable number.

3. Career education components appear to be somewhat lacking across all VTIs.

   Recommendation:

   Career education components should be installed within each VTI based on needs and available resources. Both student affairs staff and faculty must be committed and involved for some success to be evidenced.

Residential life questions formed another important section since 31% or 525 students in the sample lived on campus. Both faculty and student samples were asked to evaluate various factors relating to residence hall

life. Both groups were consistently positive, indicating their belief, although somewhat cautious on the part of the faculty, that residence halls do contribute to student development. However, the faculty sample rated "learning more about career direction" the lowest of all factors.

4. Residence halls are ideal centers to engage in a broad range of formal and informal learning activities. Specifically, much greater use could be made of residence halls to further learning goals and objectives of each VTI.

   Recommendation:

   A specific place to begin might be to add career education components to residence hall programming early in the student's career. These activities should be closely monitored and evaluated.

One of the most specific of areas received a less-than-adequate rating. Medical Services was singled out by both faculty and students as needing expansion at all VTIs.

5. Medical services were seen as needing marked improvement by both samples of faculty and students.

   Recommendation:

   Institute staff at all VTIs should conduct their own analyses of needed and expanded medical services, especially as related to emergency treatment, preventive care such as physicals, and routine (non-emergency) treatment.

Generally, the assessment of student personnel services by students, past and present, and faculty and staff was positive. There were no glaring deficiencies or major problem areas noted. Somewhat surprising was the evaluation of sex stereotyping by both male and female students. Each student subgroup did not see it as a problem, large or small.

It would appear, then, that some significant base has been laid for the practice of student affairs. It was a conclusion reached by the consumers of those services.

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APPENDIX

UNIVERSITY OF MAINE *at Orono*

SOCIAL SCIENCE RESEARCH INSTITUTE

164 College Avenue
Orono, Maine 04473
207/581-2555

SURVEY OF VTI STUDENTS AND GRADUATES

ID No. _____

We understand that you are a graduate/current student of _____.
We're interested in your reactions to student services available at your VTI.

1. How did you first learn about VTI programs?

___a. High School Guidance Counselor ___d. By contacting the VTI myself

___b. High School Teacher ___e. Friend

___c. Representative of the VTI ___f. Other (Please Specify _____)

2. Before you were accepted by the VTI did you have an opportunity to visit or tour the Institute?

___1. YES ___5. NO

↓

3. How helpful was that tour to you? (Please circle the number that best describes your opinion.)

Very helpful [1] [2] [3] [4] [5] Not helpful at all

4. Did a member of the VTI staff visit your high school to discuss the VTI program?

___1. YES ___5. NO

↓

5. How helpful was that visit to you? (Please circle the number that best describes your opinion.)

Very helpful [1] [2] [3] [4] [5] Not helpful at all

6. Before you were accepted as a VTI student were you interviewed by someone in the admissions office?

___1. YES ___5. NO

↓

7. How helpful was the interview to you?

Very helpful [1] [2] [3] [4] [5] Not helpful at all

8. During an orientation period or the first week of classes were you given information about the school's services, programs, objectives, and regulations?

___1. YES ___5. NO (Skip to Question 11)

9. How was that information given out? (Check all that apply.)

___a. In group meetings

___b. In handbooks or printed material

___c. In individual meetings with advisors or other VTI staff

___d. Other (Please Specify _____)

10. How helpful was the orientation or introductory information in preparing you to adjust to school as a Freshman?

Very helpful [1] [2] [3] [4] [5] Not helpful at all

11. Did you participate in any group discussions at the VTI where you could talk to former students, employers, or people working in your field?

___1. YES ___5. NO

12. How helpful were these discussions to you?

Very helpful [1] [2] [3] [4] [5] Not helpful at all

13. Did you take a course or attend any workshops at the VTI on "How to Find Employment?"

___1. YES ___5. NO

14. How helpful were these activities to you?

Very helpful [1] [2] [3] [4] [5] Not helpful at all

15. What kinds of information about the job market did the VTI make available to you? In Column A please check all that were available to you and then in Column B indicate up to three which were most helpful to you.

	COLUMN A Available	COLUMN B Three Most Helpful
a. Written reports of follow-up studies of former students....	☐	☐
b. Results of studies of local employment conditions.....	☐	☐
c. Notices of specific job opportunities in the local area....	☐	☐
d. Notices of specific job opportunities around the state.....	☐	☐
e. Notices of specific job opportunities nationwide.....	☐	☐
f. Apprenticeship and union requirements.....	☐	☐
g. Other (Please Specify _____).....	☐	☐

16. Were pamphlets or study guides available to help you improve your reading or study skills?

___1. YES ___5. NO

↓

17. How helpful were these materials to you in improving your skills?

Very helpful [1] [2] [3] [4] [5] Not helpful at all

In your opinion how well does the VTI help students learn about:

	VERY WELL				VERY POORLY
18. how to seek employment?.....	[1]	[2]	[3]	[4]	[5]
19. writing letters of application?.....	[1]	[2]	[3]	[4]	[5]
20. completing job application forms?.....	[1]	[2]	[3]	[4]	[5]
21. preparing for job interviews?.....	[1]	[2]	[3]	[4]	[5]
22. good work habits?.....	[1]	[2]	[3]	[4]	[5]
23. employer-employee relations?.....	[1]	[2]	[3]	[4]	[5]
24. self-improvement such as dress, manners health habits, personality?.....	[1]	[2]	[3]	[4]	[5]

Here are some kinds of problems students sometimes have. For each category please indicate:

a. Whether you were aware of someone on the VTI staff to help with this kind of problem,

b. Whether you ever requested help with a problem of this type; and

c. If you requested help, whether you were satisfied with the help you received.

	A Aware of Help?	B Used Help?	C Very Satis.				Very Dissat.
25. Financial problems related to educational or occupational planning	1.YES 5. NO	1.YES 5. NO	[1]	[2]	[3]	[4]	[5]
26. Problems in relationships with VTI students or staff	1.YES 5. NO	1.YES 5. NO	[1]	[2]	[3]	[4]	[5]
27. Personal problems	1.YES 5. NO	1.YES 5. NO	[1]	[2]	[3]	[4]	[5]
28. Need to know more about my abilities, interests, and aptitudes	1.YES 5. NO	1.YES 5. NO	[1]	[2]	[3]	[4]	[5]
29. Need for help in educational & occupational plans	1.YES 5. NO	1.YES 5. NO	[1]	[2]	[3]	[4]	[5]

30. Do potential employers visit the VTI to interview students?

___1. YES ___5. NO

31. Did you ever have a job interview at the VTI?

___1. YES ___5. NO ___7. Not looking for a job yet

32. Why Not? _____

_____

33. Does the VTI also help with job placement of graduates who have been out of school several years?

___1. YES ___5. NO

34. Should they? ___1. YES ___5. NO

35. (For Graduates Only) Has the VTI contacted you since graduation about your job progress and adjustment?

___1. YES ___5. NO

36. (For Graduates Only) Has the VTI contacted you since graduation about your reactions to the training you received and changes you feel should be made in the VTI program?

___1. YES ___5. NO

37. Did/Do you live on or off campus?

___1. ON CAMPUS ___5. OFF CAMPUS (Skip to Question 49)

38. Did the students in dormitories play a role in decisions affecting the residence, such as through a dormitory council?

___1. YES ___5. NO

39. Was there a chance for groups of students with similar interests to live together; for example, having a floor or wing reserved for the same group?

___1. YES ___5. NO

There are both good and bad things about living in a dormitory. To you, which of these factors were advantages and which were disadvantages of living on campus?

	BIG ADVANTAGE				BIG DISADVANTAGE
40. Living with other students.....	1	2	3	4	5
41. Study conditions.....	1	2	3	4	5
42. Social Life.....	1	2	3	4	5
43. Meeting new people.....	1	2	3	4	5

	BIG ADVANTAGE				BIG DISADVANTAGE
44. Learning more about myself.....	1	2	3	4	5
45. Living away from parents.....	1	2	3	4	5
46. Learning more about my career direction.....	1	2	3	4	5
47. Any other factors you'd like to add:					
_____.....	1	2	3	4	5
_____.....	1	2	3	4	5
_____.....	1	2	3	4	5

48. How would you rate the dormitory staff? Excellent [1] [2] [3] [4] [5] Poor

49. Did you receive any financial aid such as scholarships, loans, grants, or work-study as a VTI student?

___1. YES ___5. NO

↓

50. How helpful was the VTI staff in putting together a package of financial aid that was appropriate for you?

Very helpful [1] [2] [3] [4] [5] Not helpful at all

51. What medical services are available to students at the VTI? and which did you make use of?

	AVAILABLE? YES (1)	AVAILABLE? NO (5)	USED? YES (1)	USED? NO (5)
a. Emergency treatment.....	☐	☐	☐	☐
b. Preventive care such as physicals.....	☐	☐	☐	☐
c. Routine (non-emergency) treatment.....	☐	☐	☐	☐

52. How satisfied were you with the medical services available at the VTI?

Very satisfied [1] [2] [3] [4] [5] Very dissatisfied

53. As you know there is concern today about equal employment and educational opportunities for males and females. In your experience how much of a problem is sex stereotyping at the VTI?

A Large Problem [1] [2] [3] [4] [5] No Problem

54. Would you like to comment on your response? _____

_____

_____

Finally, we'd like some information about you:

55. What is your sex? ___1. MALE ___5. FEMALE

56. When were you born? _____
month/year

57. What is your current job status?

___1. Working full-time (Go to Question 60)

___2. Working part-time → 58. Would you prefer to be working full-time? ___1. YES ___5. NO

___3. Not working → 59. Are you looking for work? ___1. YES ___5. NO

___4. Other (Specify) _____

60. (If Working) How closely does your job relate to the training you received at the VTI?

Highly related [1] [2] [3] [4] [5] Not related

61. Would you prefer to be working in a job related to your VTI training?

___1. YES ___5. NO

THANK YOU. PLEASE PLACE IN POSTAGE-PAID ENVELOPE AND MAIL AS SOON AS POSSIBLE.

UNIVERSITY OF MAINE *at Orono*

SOCIAL SCIENCE RESEARCH INSTITUTE

164 College Avenue
Orono, Maine 04473
207/581-2555

ID No. _____

SURVEY OF VTI FACULTY AND ADMINISTRATIVE STAFF

We're interested in your reactions to student services available at your VTI.

1. How helpful is the orientation period or introductory information given to students in preparing them to adjust to school as Freshmen?

   Very helpful [1] [2] [3] [4] [5] Not helpful at all

2. Do you participate in any group discussions at the VTI where students can talk to former students, employers, or people working in their field?

   ___1. YES ___5. NO

   ↓

   3. How helpful are these discussions to students?

   Very helpful [1] [2] [3] [4] [5] Not helpful at all

4. Do you offer a unit in your courses or participate in any workshops on "How to Find Employment"?

   ___1. YES ___5. NO

   ↓

   5. How helpful are these activities to students?

   Very helpful [1] [2] [3] [4] [5] Not helpful at all

In your opinion how well does the VTI help students learn about:

		VERY WELL				VERY POORLY
6.	how to seek employment?.....	[1]	[2]	[3]	[4]	[5]
7.	writing letters of application?.....	[1]	[2]	[3]	[4]	[5]
8.	completing job application forms?.....	[1]	[2]	[3]	[4]	[5]
9.	preparing for job interviews?.....	[1]	[2]	[3]	[4]	[5]
10.	good work habits?.....	[1]	[2]	[3]	[4]	[5]
11.	employer-employee relations?.....	[1]	[2]	[3]	[4]	[5]
12.	self-improvement such as dress, manners, health habits, personality?.....	[1]	[2]	[3]	[4]	[5]

13. What kinds of information about the job market does the VTI make available to students? In Column A please check all that are available and then in Column B indicate up to three which are most helpful to students in your opinion.

		COLUMN A AVAILABLE	COLUMN B THREE MOST HELPFUL
a.	Written reports of follow-up studies of former students	☐	☐
b.	Results of studies of local employment conditions	☐	☐
c.	Notices of specific job opportunities in the local area	☐	☐
d.	Notices of specific job opportunities around the state	☐	☐
e.	Notices of specific job opportunities nationwide	☐	☐
f.	Apprenticeship and union requirements	☐	☐
g.	Other (Please specify)_____	☐	☐

Here are some kinds of problems students sometimes have. For each category please indicate:

a. Whether you are aware of someone or the VTI staff to whom you can refer students for help with this kind of problem, and

b. How you would rate services delivered to students in each area.

		AWARE OF HELP? 1. YES	5. NO	SERVICE RATING EXCELLENT				POOR
14.	Financial problems related to education or occupational planning	☐	☐	1	2	3	4	5
15.	Problems in relationships with VTI students or staff	☐	☐	1	2	3	4	5
16.	Personal problems	☐	☐	1	2	3	4	5
17.	Need to know more about abilities, interests, and aptitudes	☐	☐	1	2	3	4	5
18.	Need for help in educational and occupational plans	☐	☐	1	2	3	4	5

19. Does the VTI help with job placement of graduates who have been out of school several years?

___1. YES ___5. NO

20. ↓ Should they?

___1. YES ___5. NO

21. Does your VTI conduct follow-up studies of graduates' job progress and adjustment?

___1. YES ___5. NO

22. Do you receive information from the results of these studies?

___1. YES ___5. NO

23. How helpful to you are these results?

Very helpful [1] [2] [3] [4] [5] Not helpful at all

Some educators believe that dormitories play a role in the learning process beyond being just residence halls. How much do you feel a student's development benefits from each of these factors of dormitory living?

		BENEFITS GREATLY				DOESN'T BENEFIT
24.	Living with other students.....	[1]	[2]	[3]	[4]	[5]
25.	Social life.....	[1]	[2]	[3]	[4]	[5]
26.	Meeting new people.....	[1]	[2]	[3]	[4]	[5]
27.	Learning more about self.....	[1]	[2]	[3]	[4]	[5]
28.	Living away from parents.....	[1]	[2]	[3]	[4]	[5]
29.	Learning more about career direction.....	[1]	[2]	[3]	[4]	[5]
30.	Any other factors you'd like to add:					
	_____..	[1]	[2]	[3]	[4]	[5]
	_____..	[1]	[2]	[3]	[4]	[5]

31. How helpful is the VTI staff in putting together a package of financial aid that is appropriate to the student?

Very helpful [1] [2] [3] [4] [5] Not helpful at all

32. What medical services are available to students at the VTI? And which services should be expanded/made available?

		AVAILABLE?			EXPANDED/ADDED?	
		1. YES	5. NO		1. YES	5. NO
a.	Emergency treatment.....	[ ]	[ ]	.....	[ ]	[ ]
b.	Preventive care such as physicals.....	[ ]	[ ]	.....	[ ]	[ ]
c.	Routine (non-emergency) treatment.....	[ ]	[ ]	.....	[ ]	[ ]

33. How satisfied are you with the medical services available at the VTI?

Very Satisfied [1] [2] [3] [4] [5] Very Dissatisfied

34. As you know there is concern today about equal employment and educational opportunities for males and females. In your experience how much of a problem is sex stereotyping at the VTI?

A Large Problem [1] [2] [3] [4] [5] No Problem

35. Would you like to comment on your response? _____

_____

_____

Finally, we'd like some information about you:

36. What is your sex? ___1. MALE ___5. FEMALE

37. When were you born? _____
month/year

38. How many years teaching experience do you have (this position plus others)?

_____ years

39. What is the highest level of schooling you have completed?

___1. High School
___2. 1-year certificate or diploma
___3. Associate degree
___4. Bachelor's degree
___5. Master's degree
___6. CAS
___7. Doctoral degree

40. What is your position at the VTI?

___1. Teaching ↓
___2. Administrative
___3. Teaching/Administrative ↓

41. What is your teaching area? _____

THANK YOU. PLEASE PLACE IN POSTAGE-PAID ENVELOPE AND MAIL AS SOON AS POSSIBLE.